



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

9/12/2018

Dr. Barbara Eason-Watkins
Michigan City Area Schls: #4925
408 S Carroll Ave
Michigan City, IN 46360

Dear Dr. Barbara Eason-Watkins,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Edgewood Elementary School's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **\$136,301.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal



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Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- Transformation Model

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Michigan City Area Schools	Corp #	4925
School	Edgewood Elementary	School #	4805
Superintendent Name	Dr. Barbara Eason- Watkins	Email	bewatkins@mcas.k12.in.us
Title I Administrator Name	Cathy Bildhauser	Email	cbildhauser@mcas.k12.in.us
Principal	Peggy Thomas	Email	pthomas@mcas.k12.in.us
Telephone	(219) 873-2079	Fax	(219)873-2019
SY 2018-2019 Allocation	\$136,321.00		



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Part 2: Grant Award Information

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: www.doe.in.gov/sig

Federal Program Title:	School Improvement Grant
Federal Agency:	U.S. Department of Education
Pass Through Agency:	Indiana Department of Education
CFDA Number:	84.377A
Award Name:	School Improvement Grants
Grant Award Number:	S377A00180015A

Instructions: Please complete the table below regarding who was involved with the grant process.



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Staff Members Consulted and Part of the Renewal Application Process

Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
Peggy Thomas	Principal, Edgewood Elementary
Kristin Smith	Instructional Coach
Dr. Jan Radford	Director of Curriculum & Instruction
Jeni Conrad	2 nd Grade Teacher BLT Chair
Teresa Pavloff	Kindergarten Teacher
Jennifer Buchanan	First Grade Teacher
Michelle Sickles	Third Grade Teacher
Courtney Barber	Fourth Grade Teacher
Holly Stanisci	Fifth Grade Teacher
Paula Day	Six Grade Teacher
Jamie Buchanan	Special Education Teacher
Megan Lamb	Edgewood Association President

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.



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By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.
- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	June 15,2018
Title I Administrator Signature:		Date:	June 15,2018
Principal Signature		Date:	June 15, 2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators													
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	38.7	51	25	51	35	60	TBD	40	TBD	50	TBD		
Percent of students proficient on ISTEP (ELA) (3-8)	55.2	61	48	61	48	70	TBD	55	TBD	60	TBD		
Percent of students proficient on ISTEP (Math) (3-8)	45.6	58	45	58	45	65	TBD	50	TBD	55	TBD		
Percent of students proficient on IREAD (Spring Test Only) (3)-Elementary only	74	79	85.3	87	88	89	TBD	90	TBD	90	TBD		
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
1. Number of minutes in the School Yr. students are required to attend school	61200	61,200	61,200	61200	61,200	61200	61,200	61200	TBD	61200	TBD		
2. Number of daily minutes of math instruction	60	60	60	60	60	60	90	60	TBD	60	TBD		

3. Number of daily minutes of ELA instruction	135	135	135	135	135	135	120	135	TBD	135	TBD		
4. Student attendance rate (must be % between 0 and 100)	95	95	95	96	95	96	94	96	TBD	96	TBD		
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020			
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL		
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number		5	8	7	8	7	51	30	TBD	20	TBD		
6. Expanded Learning Time (total number of hours offered)	60	60	60	90	100	200	177	200	TBD	200	TBD		
7. Number of discipline referrals	767	667	379	400	510	500	1060	500		350			
8. Discipline incidents – number of suspensions and/or expulsion	SUS--99 EXP--0	SUS--90 EXP--0	SUS--99 EXP--0	SUS--90 EXP--0	SUS--112 EXP--0	SUS--90 EXP--0	SUS--99 EXP--0	SUS--80 EXP--0	SUS-- EXP--	SUS-- EXP--	SUS-- EXP--		
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN-- IMP-- EFF--13 HEFF--2	IN-- IMP-- EFF--12 HEFF--3	IN-- IMP--1 EFF--10 HEFF--4	IN-- IMP-- EFF--10 HEFF--5	IN-- IMP-- EFF--9 HEFF--6	IN-- IMP-- EFF--10 HEFF--7	IN-- IMP-- EFF--10 HEFF--7	IN-- IMP-- EFF--9 HEFF--8	IN-- IMP-- EFF-- HEFF--	IN-- IMP-- EFF--9 HEFF--9	IN-- IMP-- EFF-- HEFF--		
10. Teacher attendance rate (must be a % between 0 and 100)		95	95	95	95	95	95	95	95		95		



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11. Teacher retention rate (must be a % between 0 and 100)	95	100	98	98	98	95	98	TBD	98	TBD	98		
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***Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis

<p>Strengths:</p> <ul style="list-style-type: none"> • The increased level of rigor provided in the teaching of reading and math which showed an outstanding improvement in the growth of our students on iReady. • Partnership with Purdue Northwest to provide corrective reading and enrichment support to students • Building, and especially teachers, implement mindfulness and growth mindsets which led to fewer referrals • Improvement of community outreach and family involvement events • Work completed with SchoolRise to create stair step literacy curriculum and objectives. • Extended Learning Opportunities provided for all students which included remediation and enrichment 	<p>Areas of Improvement:</p> <ul style="list-style-type: none"> • Integrating technology into instruction • Minimizing the loss of instruction time for our subgroup populations due to behaviors or placement into alternative educational program (EAP) • Analyzing performance task • Building a strong STEAM program • Release time for co-teachers to plan
<p>Opportunities:</p> <ul style="list-style-type: none"> • Increase the number of students performing at grade level on iReady and ILEARN. • Intense services for students with multiple discipline referrals • Better tracking and interventions for students who miss more than 10 days a year. 	<p>Threats:</p> <ul style="list-style-type: none"> • Continued funding from district that supports our initiatives • Making sure everyone feels included in the process • ILEARN scores not improving at the rate expected

Projected Outcomes for SY 18-19



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- We are projecting continued growth and performance in student achievement on iReady and ILEARN
- Teachers will improve their instructional practices by increasing the time they spend observing each other
- Professional development will be provided to support teachers in integrating technology into the daily instructional routine

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<ol style="list-style-type: none"> 1. Edgewood Elementary will continue to use SchoolRise to provide professional development, a self-assessment, and data analysis to determine progress on goals for the next two school year 2. A guest teacher will be hired to provide the opportunity for professional development to occur via peer-observations and debriefings. Persons Responsible: Principal Peggy Thomas, Six Identified Teacher Leaders 	Multiple Phases.	<ol style="list-style-type: none"> 1. \$30,443 2. \$36,230 long-term sub teacher salary- \$2,771.59 fringes 	<ol style="list-style-type: none"> 1. Student data, School-wide Plan and Student Improvement Plan will be kept using the Assist platform. 2. Teachers will use peer observation and debriefing to improve instruction. Meeting notes will be kept in a Doc to review new learning and changes in practice. Observation dates and how the permanent guest teacher was used will be kept in a Google Sheet. Each teacher will have 2 peer observations with debriefing.
Develop Teacher Effectiveness	<ol style="list-style-type: none"> 1. Seven teachers will be paid a stipend to plan differentiated PLCs based on teacher needs using training they received through ASCD 12 hours X7 people 	Multiple phases	<ol style="list-style-type: none"> 1. \$2,800- stipends \$215- fringes 	<ol style="list-style-type: none"> 1. Time will be logged using Google sheets as the teachers plan and present at PLCs. A comprehensive plan will be created to map the 18 job-embedded professional development occurring during the year

<p>Implement Comprehensive Instructional Reform Strategies</p>	<ol style="list-style-type: none"> 1. Edgewood will provide an additional six hours of professional development in the areas of behavior through training provided by Eric Jensen on the Growth Mindsets Poor described in the book Students, Rich Teaching. In addition to this behavior training. We will provide further professional development in Responsive Classroom and Leader in Me. 2. Teacher to provide Science Technology Engineering Art Math instruction 3. An instructional assistant to monitor students and provide instruction and interventions for the New Beginnings Program in order to decrease discipline referrals 4. Principal to attend the National Principal conference 5. Books to use for teacher professional development 	<p>Multiple Phases</p>	<ol style="list-style-type: none"> 1. \$2,800- stipends \$215- fringes 2. 6,867.34 salary \$1383.77 fringes 3. \$12,821.33 \$3045.68 fringes 4. \$2000 for registration \$950, hotel \$625 and travel \$525 5. \$437 	<ol style="list-style-type: none"> 1. Sign in sheets and topics discussed will be kept using Google. Teachers will keep behavior logs of when students are sent out of class. 2. Lesson plans will be collected in Google Docs. Students' problem based learning artifacts will be assessed and results will be kept in a Google folder 3. Discipline referrals will be documented and repeat referrals will be referred to the New Beginnings program. Intake checklists and release data will be documented in Google folder. 4. Principal and instructional coach will attend the National Principal Conference to to learn strategies to address the specific needs and challenges of student achievement. This will also allow the principal and coach to connect and collaborate with other school leaders while learning useful and applicable strategies to address student achievement. 5. Our summative data will be analyzed and teachers will be surveyed to determine areas of need and books will be purchased based on the outcome
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Increase Learning Time	1. Selected students will use the Cogmed computer program from Pearson to develop working memory . 15 trainees	Multiple Phases	1. \$1500	1. Student time on program will be documented through the program and pre and post reading running records scores will be evaluated.
Provide Operational Flexibility	<p>1. Seven days for the Instructional Coach to provide support for implementation of summer i-Ready. This will entail making personal phone calls to each student's household six times throughout the summer. In addition, if a student needs help with a particular academic domain or if there are technology issues, those are addressed at that time. It will also provide families with the time to meet with the instructional coach in a small group setting or one on one to support the student in successfully completing their learning path, if needed.</p> <p>2. Summer Planning- There will be three days for 18 people to plan throughout the summer months.</p> <p>3. SchoolRise Planning- There will be three days for 18 people to plan according to SchoolRise initiatives.</p>	Multiple Phases	<p>1. \$1,400- stipends \$107- fringes</p> <p>2.\$10,800 stipends \$826 fringes</p> <p>3.\$10,800 stipends \$826 fringes</p>	<p>1. The instructional coach will document phone calls made to individual homes and level of support that was given. Scores from beginning to end of summer will be compared for growth. Teachers will submit proposals for summer planning and then document their plans and submit stipend forms.</p> <p>2. Teachers will plan and submit their work through Google throughout the summer.</p> <p>3. Teachers will implement SchoolRise initiatives and plans throughout the school year and summer.</p>
Sustain Support	<p>1. (1) day training in the summer for Instructional Assistants to gain professional development in the mindsets and intervention strategies.</p> <p>2. Chart paper and markers</p> <p>3. 5 Adjustable mounts for Promethean boards</p>	Multiple Phases	<p>1.\$449 stipends \$83.29 fringes</p> <p>2. \$476</p> <p>3. \$4375</p>	<p>1. Instructional Assistants will document the new interventions used in a google doc as they work with each student .</p> <p>2. Anchor charts will be visible in the classroom</p> <p>3. 3. Adjustable mounts will make it easier for all students to use the</p>

				Promethean boards. The Active Connect boxes will allow teacher more freedom of movement when teaching.
Sustain Support	1. A monitor for our front entrance and another for the cafeteria to inform students and all stakeholders that enter the building of or daily focus and activities as well as student growth and achievement data.	Multiple phases	1. \$2625	1. Monitors are on and information displayed is current.

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2018-2019 and how this will be aligned to your grant and the key area.



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Edgewood will submit outcome artifacts that align with our grant's focus areas of supports in place for subgroups, internal leadership, and community/school partnerships to document Edgewood's journey to success. These artifacts will be in the form of photographs, videos, and professional development samples. These artifacts will be acquired throughout the grant cycle as examples of the grant's progress. We will also gather the artifacts while parents are present and learning about their child's progress. Edgewood staff and students will make annual presentations regarding these elements to the Board of School Trustees plus school constituency groups. Presentations will be utilized for new staff orientation, linked to the school's website, and archived for the "outcome artifact" documentation.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19												
Complete the budget below:												
SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
nt Numbe r	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Purchase Services	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ 43,097.34	\$ 12,821.33	\$ 4,155.36	\$ 3,045.68				\$ 441.00	\$ 8,500.00		\$72,060.71
21000	Support Services - Student											\$ -
22100	Improvement of Instruction (Professional Development)	\$ 27,200.00	\$ 449.00	\$ 2,082.00	\$ 83.29	\$ 30,443.00		\$ 2,000.00	\$ 476.00			\$62,733.29
22900	Other Support Services											\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance											\$ -
27000	Transportation											\$ -
33000	Community Service Operations	\$ 1,400.00		\$ 107.00								\$ 1,507.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$71,697.34	\$13,270.33	\$ 6,344.36	\$ 3,128.97	\$30,443.00	\$ -	\$ 2,000.00	\$ 917.00	\$ 8,500.00	\$ -	\$ 136,301.00
Indirect Cost:		Subtract the amount above \$25,000 (per individual contracted service) from your total budget:										5,443
Total after deducting Property:												130,878
Total Available for Indirect Costs:												
Amount of Indirect Cost to be used:												
Grand Total After Indirect Cost:												136,301
Budget Narrative												
DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 --administration team attending NASTID conference												
Supplies							Property: Equipment/ Technology					
Books for staff PD, chart paper , markers							two monitors with chrome boxes, 5 adjustable mounts for Promethean boards					
Professional Services							Other Purchase Services (travel, communication)					
Contract with SchoolRise for ongoing PD & leadership support							Principal and instructional coach to attend National Principal Conference					

SIG Staffing							
Instructions: Complete the SIG Staffing information below							
Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Karen Marfise	Permanent Sub	certified	1	N	N	NA	Permanet Sub to enable in-school, ongoing PD, Obs & debriefing
Julie Pitman	STEAM Teacher	certified	0.5	N	Y	MCAS General Fund	Allow full-time art instruction, along with intergration of coding, science, technology and math
All certified	Stipends	certified	1	Y	N	NA	Stipends for beyond the day or school or school year
TBD	Additional Instructional Assistant	non-certified	1	N	N	NA	Instructional assistant for the New Beginnings Program